Inside SAIS

This Issue

New Model of SAIS / ADE Application Support

In a recent memorandum sent to District Superintendents, Charter Holders, Business Managers, and SAIS Coordinators, Superintendent of Public Instruction Tom Horne was pleased to announce expanded support for SAIS/ADE applications assistance and technology integration professional development to all districts and charter holders in Arizona.

With additional funding from the legislature, the Department of Education will provide SAIS/ADE application support and technical assistance through our School Finance Unit. It is our desire that there be no interruption of services provided to our districts and charter holders during the transition from the four Regional Training Centers support to School Finance Unit. Within the next few weeks, you will receive more information on the new SAIS/ADE application service model and how the eight full time employees will serve you.

In addition, a new Statewide Instructional Technology Project model will be in place. The new model will consist of nine county clusters that will provide a locally-accessible, robust system of technology integration professional development. The new model will support the main focus of Title IID, Enhancing Education through Technology, which is to improve student academic achievement through the integration of technology in elementary and secondary schools throughout Arizona. There will be 12 full time employees involved in the Statewide Instructional Technology Project. In August, you will receive additional information on how you can take advantage of this new professional development system.

Technology plays an important part in educating Arizona's students. It is a pleasure to be able to offer you expanded technology support services for SAIS/ADE applications and technology integration professional development.

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SPED Students Reported as Graduated

Beginning in FY 2006, if a school codes a student as "graduated" the student will not be included in any state aid (ADM) calculations. Student detail within the Student Accountability Information System (SAIS) will fail a student's appropriate integrity flag if the student was previously withdrawn with a W7 (graduated) code. This validation will be performed beginning in FY 2006.

Per ARS § 15-701 (C) – The governing board may prescribe the course of study and competency requirements for the graduation of pupils from high school which are in addition to or higher than the course of study and competency requirements which the state board prescribes.

Per AAC R7-2-302 (6) – The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with ARS Title 15, Chapter 7, Article 4 and AAC R7-2-401 et seq. Students

placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of graduation requirements.

Hence, special education students who have met the academic requirements but who will continue working on transition goals as outlined in their IEP should not be reported as graduated until such time as the IEP team determines that the graduation plan has been met, in accordance with district governing board policy. If a special education student in this scenario is reported as graduated, the student is no longer qualified to receive ADM or SPED funds. Be aware that the district may not unilaterally impose additional graduation requirements on only special education students, as this would pose a discrimination issue. Rather, an agreement to delay conferring the diploma is advised.

> *Editor's Note: The above was excerpted from an Exceptional Student Services memorandum entitled "SPED 05-10 Graduates Reported in SAIS".*

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Anti-Spam Software

With the influx of spam emails floating around, it is understandable that many restrictions must be placed on any school's or district's incoming email. Recently, the Arizona Department of Education has been seeing many emails being "bounced back" to the department because of such restrictions.

Communications sent by the Arizona Department of Education are critical for end users to receive. Please make sure your email software allows all incoming emails from the Arizona Department of Education. Examples of email formats sent from appropriate Arizona Department of Education personnel include:

@_ade.az.gov or @_azed.gov

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Approved Private Schools for SPED

The lists of approved schools for 2005-2006 for SPED services are now on the web at the following links:

Day Schools:

http://www.ade.az.gov/ess/vouchers/Approveddaylist.pdf

Residential Facilities:

http://www.ade.az.gov/ess/vouchers/Approvedresidential.pdf

Also, in response to numerous requests, the criteria for ED-P programs can also be found at:

http://www.ade.az.gov/ess/vouchers/EDPCriteria.pdf

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SPED Grade vs. ADM Grade

Least Restrictive Environment (LRE) is defined as follows: "To the maximum extent appropriate, children with disabilities are educated with children who are not disabled."

Simply put, special education students must be placed in an age-appropriate environment. For example, a severely mentally retarded student who is 16 years old should not be placed in a kindergarten classroom with 5 and 6 year olds.

Beginning in FY 2006, SPED grade must be the same as ADM grade and all students must be reported by the school where the student attends. This may be problematic in instances where a student may be enrolled at a high school district but receives special education services at an elementary district or vice versa. For example, a 9th grade student is enrolled in a high school is receiving services at a junior high school that is part of a neighboring elementary district due to lack of space in the high school special education program. How is this student reported in SAIS? If you report

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Please take advantage of these helpful links:

SAIS on the Web at http://www.ade.az.gov/sais/

MIS Bulletin Board: http://portal.ade.az.gov/News/Lists/MIS%20Bulletin%20Board/MISBulletinBoard.aspx

SAIS-Related Issues: http://portal.ade.az.gov/SAIS%20Information/Lists/Issues/Issues%20%20most%20recent%20first.aspx

SAIS Codes Values are at http://www.ade.az.gov/Sais/codevalues/DataTransactionCodeValues.doc

this student as attending the junior high school in the neighboring elementary school, it will result in an integrity failure.

Special education students failing integrity due to erroneous reporting of district of attendance (DOA) can be corrected by submitting a CTDS change request form to change the grades currently established in the Enterprise database for the DOA and resubmitting the transaction after the ADE has made the change to the grades for the specified PEA. In the example of the 9th grade student above, the school reporting attendance should list their grades to include the upper grade levels needed.

The CTDS change request form is available at:

http://www.ade.az.gov/schoolfinance/FAQs/
CTDS_District/AddChgDistSchl.pdf

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SPED Exit Reason 3 (Reached maximum Age) - Advisory

The only scenario in which to use a SPED Exit Reason code of 3 (reached maximum age) is if the student turns 22 years old the next calendar day. Here is the rule as implemented:

If student has SPED Exit Reason code 3 ("Reached maximum age") and student age on the SPED Service Exit Date is not 22 years minus one day: ERROR @@. Message: "Student's age {age} on SPED Service Exit Date {exit date} does not qualify to use this SPED Exit Reason {exit reason}" Integrity failure: SPED

Please note that SPED validations do not follow the LEA School calendar or school in session days, but rather they use actual calendar days. So, if the SPED participant's 22nd birthday is on a Monday, then the only exit date allowed

with a SPED Exit Reason code of 3 (reached maximum age) would have to be the day prior (Sunday).

Example 1:
- SPED participant turns 22 years old on October 17, 2005 (a Monday)
- SPED Exit date = October 16, 2005 (a Sunday)
- SPED Exit Reason code = 3 (reached maximum age)
- SPED Integrity result = Passed

Example 2:
- SPED participant turns 22 years old on October 17, 2005 (a Monday)
- SPED Exit date = October 14, 2005 (a Friday – last school day in session prior to turning 22 years old)
- SPED Exit Reason code = 3 (reached maximum age)
- SPED Integrity result = Failed

Example 3:
- SPED participant turns 22 years old on October 17, 2005 (a Monday)
- SPED Exit date = October 17, 2005 (a Monday)
- SPED Exit Reason code = 3 (reached maximum age)
- SPED Integrity result = Failed

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Inside SAIS & Open Forum Feedback

We encourage any comments, requests for information, and suggestions for *Inside SAIS* and SAIS – Student Details Open Forum Meeting content. Please remit to either of the following e-mail addresses.

InsideSAIS@ade.az.gov

SaisVendorSupport@ade.az.gov

Back issues of *Inside SAIS* are available for reference on the ADE web site at

http://www.ade.az.gov/sais/newsletters/